

**INSTITUTIONAL FACTORS INFLUENCING STUDENTS'
INVOLVEMENT IN GOVERNANCE IN PUBLIC SECONDARY
SCHOOLS IN KIGUMO DISTRICT, KENYA**

Keziah Wangui Mwangi

**A Research Project Submitted in Partial Fulfilment for the Requirements of
the Degree of Master of Education in Corporate Governance**

University of Nairobi

2013

DECLARATION

This project is my original work and has not been presented for a degree in any other university.

Keziah Wangui Mwangi

This project is presented for examination with our approval as University Supervisors.

.....

Mr. Edward Kanori

Lecturer

Department of Education Administration and Planning

University of Nairobi

.....

Dr. Jeremiah M. Kalai, PhD

Lecturer

Department of Education Administration and Planning

University of Nairobi

DEDICATION

This work is dedicated to

My mother Teresa Njeri

My children Peter and Abigail.

ACKNOWLEDGEMENTS

I am greatly indebted to many people who have made it possible for the successful completion of this project. It is not possible to mention all of them. Special thanks to my two supervisors Dr. Jeremiah M Kalai and Mr. Edward Kanori for their commitment, intellectual, moral support and understanding that they gave me throughout the course of this study. I too cannot forget to thank my children Peter Chege and Abigail Muthoni for enduring loneliness and hard times when I had to be away doing this work. I hope this will inspire them to work hard in their studies.

I am also grateful to all head teachers and students of Kigumo district for accepting to participate in the study. My thanks also to the staff and Department of Education and Planning, University of Nairobi. Finally and most important, I wish to thank God for his grace; for with it, I was able to realise this long cherished dream.

TABLE OF CONTENTS

Content	Page
Title page	i
Declaration	ii
Dedication	iii
Acknowledgements	iv
Table of contents	v
List of tables'	ix
List of figures	x
Abbreviations and acronyms	xi
Abstract	xii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem	5
1.3 Purpose of the study	6
1.4 Objectives of the study	7
1.5 Research questions	7
1.6 Significance of the study	8

1.7 Limitation of the study.....	8
1.8 Delimitations of the study.....	9
1.9 Assumptions of the study.....	9
1.10 Definition of significant terms.....	10
1.11 Organization of the study.....	11

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	12
2.2 The concept of the students’ involvement in school governance	12
2.3 Modes of students’ participation in school governance.....	16
2.4 School size and student’s participation in school governance	20
2.5 Impact of students’ participation in governance.....	21
2.6 Summary of literature review	27
2.7 Theoretical framework.....	28
2.8 Conceptual framework.....	29

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	31
3.2 Research design	31
3.3 Target population.....	31

3.4 Sample size and sampling techniques.....	32
3.5 Research instruments	33
3.6 Instrument validity	34
3.7 Instrument reliability.....	34
3.8 Data collection procedures.....	35
3.9 Data analysis techniques	35

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATIONS AND DISCUSSION

4.1 Introduction.....	36
4.2 Questionnaire return rate	37
4.3 Background information of the study respondents	37
4.4 Ways in which Students Participate in School Governance	41
4.5 Size of the school on students’ participation in governance.....	46
4.6 Influence of headteachers’ gender and administrative experience on students’ participation in school governance	50
4.7 Influence of school category on students’ participation in school governance	53
4.8 Influence of school type on students’ participation in school governance	56

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.....	59
-----------------------	----

5.2 Summary of the study findings	59
5.3 Conclusion	61
5.4 Recommendation of the study	63
5.5 Areas for further research	64
REFERENCES.....	65

APPENDICES

Appendix I: Letter of introduction.....	70
Appendix II: Questionnaire for headteachers	71
Appendix III: Questionnaire for students	76
Appendix IV: Letter of Research Authorization.....	79
Appendix V: Research Permit	80

LIST OF TABLES

Content	Page
Table 3.1: Schools' sampling frame	32
Table 4.1: Students' distribution by class	38
Table 4.2: Duration served as a school head.....	40
Table 4.3: Students' enrolment	41
Table 4.4: Students' involvement in school governance	42
Table 4.5: Headteachers' responses	44
Table 4.6: Difference in students' participation	48
Table 4.7: ANOVA statistics on influence of school size	49
Table 4.8: Influence of gender on students' participation	50
Table 4.9: T-test statistics on influence of gender	51
Table 4.10: Influence of administrative experience.....	52
Table 4.11: ANOVA statistics on influence of administrative experience.....	53
Table 4.12: Differences in means among the students	55
Table 4.13: ANOVA statistics on influence of school category.....	56
Table 4.14: Mean differences on participation in school governance	57
Table 4.15: ANOVA statistics on students' participation	58

LIST OF FIGURES

Content	Page
Figure 2.1 Conceptual framework on students' involvement in governance	29
Figure 4.1: Students' age	37
Figure 4.2: School type	39
Figure 4.3: Headteachers' professional qualification	40
Figure 4.4: Students' involvement in prefect selection	45
Figure 4.5: Overall scores on students' involvement in school governance.....	47
Figure 4.6: Overall scores on students' involvement in school governance.....	54

ABBREVIATIONS AND ACRONYMS

B. O. G.	Board of Governance
KSSSC	Kenya secondary Students Council
MOE	Ministry of Education
PTA	Parents Teachers Association
UNICEF	United Nations Children Education Fund

ABSTRACT

The purpose of the study was to investigate the institutional factors influencing students' participation in governance in public secondary schools in Kigumo District. The study was guided by the following objectives: to establish the influence of school size, headteachers' gender and administrative experience, school category, school type on students' participation in governance; and to identify the different ways in which students participate in governance in public secondary schools in Kigumo District. The study employed a descriptive survey design targeting all the 10, 091 students and 34 headteachers from all the 34 secondary schools in Kigumo District. Participating schools were first categorised into county and district schools and then stratified according to type – boys' only, girls' only, mixed day and boarding and mixed day schools. Out of the targeted 10, 091 students, 371 were sampled. In addition, 28 headteachers were also sampled to participate. A questionnaire designed for headteachers and another one for students were used for data collection. Instrument reliability was established at 0.6957. Data was both qualitative and quantitative. Quantitative data collected was coded and entered into an SPSS programme for analysis. Qualitative data was put under themes consistent with the research objectives. In order to determine the relationship between independent and dependent variables of the study, t-test and analysis of variance (ANOVA) tests were used at the 0.05 level of significance. The study established that students' were not fully involved in school governance since they were excluded from key decision making areas of the school. It was revealed that schools with higher students' enrolment were more likely to involve students in school governance compared to those with low enrolment trend. It was also established that headteachers' gender did not have any influence on students' involvement in governance again, national and county schools involve students more in governance than the others. Furthermore, single sect schools that is boys only, girls only involve students in governance only than mixed schools. The study established that administrative experience positively influenced

headteachers' involvement of students' in decision making process. The study recommends that schools should form students' council in which students' views and ideas can be heard and discussed; Ministry of education should organize and offer seminars to ensure that school heads are well sensitized on the importance of involving students in school governance; among others.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Learning occurs everywhere and is life long. School education is just the start of preparation for lifelong learning (Cheng, 2001). It is therefore imperative that schools strive not only to prepare students for examinations but also to equip them with necessary skills to take full advantage of the lifelong learning opportunities provided by society (World Bank, 2003). Furthermore, one of the primary responsibilities of a school administrator is concerned with the development of each and every student. The student is at the centre of the educational process (Maksimovic, 2005)

The role of the students in the life of the school gives them the chance to undergo training which prepares them for future life. From a purely administrative point of view, the students' participation in the life of the school also contributes greatly to the efficient and orderly operation of the institution. Students' participation will improve communication, lead to better understanding and co-operation and help to resolve many personal and social problems which can be disruptive (Anzigare, 2007).

As defined by Bäckman and Trafford (2007), the term school governance represents a wide definition of school leadership, including both instrumental and ideological aspects. Since so many factors cannot be controlled by executive

powers alone, an open and democratic approach is the only way to a successful and sustainable leadership in a modern school. However, democratic school governance is not merely a means of survival for the school head; there are other, far more important reasons (Bäckman & Trafford, 2007).

Existing literature shows that schools in different parts of the world differ on the extent to which they involve students in governance. In the United States of America, for instance, Neigel (2006) notes that high school reform efforts strongly recommend that schools model democratic principles and give students, teachers, parents, and community members a significant role in school governance and the decision-making process, and this has led to increased participation of students in governance. Most secondary schools in developed countries such as the US, Britain and Germany offer students the opportunity to participate in some sort of student government (Miller, 2004). Participation in student government is done through a student government course, in which students learn leadership and decision-making skills.

In Cyprus, Menon (2005) conducted a study on the views of students regarding the extent of their participation in the management of their university and their satisfaction with the degree of this participation. The study respondents included 135 students of the University of Cyprus. The study found out that students believed that their involvement in the management of their institution was very limited. This resulted in feelings of frustration and dissatisfaction among students,

with the majority of respondents demanding a higher level of participation in various decision making situations. Menon (2005) proposed that educational institutions abandon outdated leadership models, and adopt measures for increasing student participation in governance. In Nigeria, Akomolafe and Ibijola (2011) conducted a study on students' participation in university governance and the organizational effectiveness. The study adopted a descriptive research design and data was collected from 500 students and 200 members of staff by the use of a questionnaire. The study established a significant relationship between students' participation in governance and organizational effectiveness in the university system. These researchers concluded that students' participation in governance is an important factor in organizational effectiveness.

In Kenya, Muritu (2012) investigated the institutional and headteachers' factors influencing student involvement in governance of secondary schools in Kikuyu District. The study found out that the level of students' involvement was not sufficient to give students a chance to practice participatory governance. Muritu (2012) concluded that student participation in secondary schools was still wanting and needed to be expanded to include issues beyond student welfare issues. This researcher recommended that there is a need to expand the level of students' involvement in participatory governance in secondary schools. This is an undertaking that would positively impact on the schools' achievement of the goals of education.

Mule (2011) conducted a study on factors influencing students' leaders' involvement in governance of public secondary schools in Mwala District. The study adopted a descriptive survey design and the study participants included 17 principals and 255 student leaders. The study found out that all principals are aware of the importance of participatory school management as a way of governance. The study revealed that there was no significant difference between principals' education level and students' leaders involvement in public secondary schools; meaning principals across the sampled schools involved students in school governance issues to some extent irrespective of their age. The study further established that there was no significant difference between level of students' involvement in school governance and principals' administration experience. From the above findings it is evident that incorporation of stakeholders in decision making goes a long way in creating an enabling environment for learning and realizing organizational effectiveness.

In Kenya, schools are operating either under the prefectorial system or the students' council system (Mwangi, 2006). In some schools students are given opportunities to select their prefects while in others prefects are appointed by teachers and the school administration. Previous research by Mwangi (2006) and Mulwa (2004) have shown that failure by school administrators to involve students in selection of prefects contributes to strikes and indiscipline in Kenyan schools.

Over the last few years there have been increased calls for increasing the extent of inclusion of students in decision making in secondary schools in Kenya owing to the frequent occurrences of student unrests in the sector (Mwangi, 2006; Kindiki 2009). The call for inclusion of students in the decision-making structure in schools has led to attempts by the Ministry of Education to put in place structures for inclusion (Jeruto & Kiprop, 2011). The Ministry of Education, with support from UNICEF, introduced the Kenya Secondary School Student Council (KSSSC) system in 2009 with a view to making secondary school governance more participatory. A study conducted by Yuen and Leung (2010) in Hong Kong showed that establishment of school governance in secondary schools was faced with challenges, such as conflicting interests of the students and tension between students and the administration. These challenges surfaced when the school became more established, grew in size, took in more students, moved into a bigger campus, and subsequently needed to face the public examinations. Yuen and Leung (2010) argued that understanding such institutional factors could enable school administrators to effectively institutionalise student participation, such as forming student councils.

1.2 Statement of the problem

The study was premised on the principle that, people who have a hand in deciding policy will tend more to support that policy (Heald & Moore, 1990). Kimarua (2010) assessed the influence of secondary school principals' leadership styles on students' unrests in Kigumo district, Kenya. The study noted the changing nature

of decision making in Kenya where there is increasing room for students' involvement. In spite of the many benefits of students' participation in school governance, most of the secondary schools in Kigumo district are yet to adopt the student councils system. This study aimed at finding out the institutional factors that influence students' involvement in governance in public secondary schools in Kigumo District. Under the student councils arrangement, students would be part and parcel of decision-making to ensure their interests are adopted in the administration of schools. The schools in the district have been experiencing strikes that lead to destruction of property and loss of learning time. In the 3rd term of 2012 for instance, five schools went on strike. The reasons given for the strikes were that the term was too long, high-handedness of the headteachers and the earlier strike by teachers (District Education Office, 2013). These are indications that students in secondary schools in Kigumo District are not adequately involved in governance. Consequently, this study sought to determine the institutional factors influencing students' involvement in governance in public secondary schools in Kigumo District.

1.3 Purpose of the study

The purpose of the study was to investigate the institutional factors influencing students' participation in governance in public secondary schools in Kigumo District.

1.4 Objectives of the study

The study was guided by the following objectives.

- i) To establish the influence of size of the school on students' participation in governance in public secondary schools in Kigumo District.
- ii) To examine the influence of headteachers' gender and administrative experience on students' participation in governance in public secondary schools in Kigumo District.
- iii) To determine the influence of school category on students' participation in governance in public secondary schools in Kigumo District.
- iv) To establish the influence of school type on students' participation in governance in public secondary schools in Kigumo District.
- v) To identify the different ways in which students participate in governance in public secondary schools in Kigumo District.

1.5 Research questions

The study was guided by the following research questions:

- i) What is the influence of size of the school on students' participation in governance in public secondary schools in Kigumo District?
- ii) What is the influence of headteachers' gender and administrative experience on students' participation in governance in public secondary schools in Kigumo District?
- iii) What is the influence of school category on students' participation in governance in public secondary schools in Kigumo District?

- iv) What is the influence of school type on students' participation in governance in public secondary schools in Kigumo District?
- v) What are the different ways in which students participate in governance in public secondary schools in Kigumo District?

1.6 Significance of the study

The study may be most significant to teachers, parents and all members of society. School administrators could benefit from the study in that they may gain a deeper understanding of the need to involve students in school governance as a way of equipping them for leadership. In addition, students' views on participation in governance may help school administrators, teachers and other stakeholders to improve the student councils for more participatory governance. The study may be of benefit to the community and the government since by improving students' participation in governance, the discipline situation in the schools may improve, leading to improved academic achievement, school retention and completion rates. The study may also add to the existing body of knowledge on democratic governance in schools.

1.7 Limitation of the study

The study was limited by the fact that data was collected using a self-assessment questionnaire, which was subject to respondent bias. The researcher however tried to ensure reliability and validity of the questionnaire by conducting a pilot study and seeking opinions of research experts.

1.8 Delimitations of the study

The research was limited to school headteachers, teachers and students only and did not involve school managers like the school BOG, PTA and education officers.

The study was carried out in public secondary schools in Kigumo District. This means that private schools were not included; meaning the findings of the study cannot be generalized to all schools. Furthermore, the study was conducted in only one district, which means that findings of the study can only be generalized to other parts of the country with caution.

1.9 Assumptions of the study

The study was based on the following assumptions:

- i) The participants in the study would give honest responses.
- ii) The students were aware of the key decision-makers in their schools.
- iii) Involvement of students in governance is affected by various institutional factors which can be measured using questionnaires in interviews.

1.10 Definition of significant terms

The following are the significant terms as used in the study

Decision: refers to the final choice of course of action taken in the school set up after considering all the possible alternatives available to a decision-maker at the time.

Decision-making process refers to the act of reaching the final choice of alternative following an entire continual process, including definition of the problem, collecting data related to the problem listing all possible alternatives of course of action and choosing the most appropriate alternative.

Participatory decision making refers to a form of decision making where all members of a given organization, say school, are consulted.

School category refers to district, county or national schools

School governance refers to an approach to school leadership where students are given opportunities to make key decisions especially relating to their welfare, selection of student leaders, and setting group norms.

School type refers to the kind of school, either day schools, boys/girls boarding or mixed boarding schools

1.11 Organization of the study

This study was organized into five chapters. Chapter one gave the introduction, statement of the problem, purpose of the study, objective of the study, research questions, significance and limitations of the study, delimitations in assumptions, definition assumptions and definition of significant terms of the study of the entire study. Chapter two expounded on literature review on the concept of student's involvement in governance, modes of student's involvement in governance, influence of school size on students' participation in school governance. Chapter three explained on research methodology that included data collection and data analysis. Chapter four presented the findings from data analysis in line with the research questions of the study, while chapter five was concerned with a summary of the research findings, conclusions, recommendations and suggestions for further research in the same area.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study. The literature is presented under the following sub-themes: the concept of students' participation in school governance; modes of students' participation in school governance; influence of school size on students' participation in school governance; institutional factors affecting student participation in governance.

2.2 The concept of the students' involvement in school governance

Menon (2005) examined the views of students regarding the extent of their involvement and their satisfaction with the degree of this participation. The study was conducted in Cyprus, based on data collected from 135 students enrolled in 2002. Menon (2005) found out that respondents believed that their involvement in the management of their institution was very limited. This applied to both high and low levels of decision making, even though respondents recognised that their input was greater in less important decisions. The perceived limited involvement resulted in feelings of frustration and dissatisfaction among students, with the majority of respondents demanding a higher level of participation for all three decision making situations considered in the study (Menon, 2005). In conclusion, Menon (2005) proposes the need to adopt measures for increasing student participation in university governance in the framework of a distributed leadership approach designed to empower the key stakeholders of higher education.

Akomolafe and Ibijola (2011) carried out a study to investigate students' participation in university governance and the organizational effectiveness in Ekiti and Ondo State of Nigeria. The variables concerned were, level of students' participation in governance, level of organizational effectiveness and the relationship between students' participation in governance and organizational effectiveness. The researchers employed a descriptive research survey design for the study. The population for the study consisted of the staff and students of Ado-Ekiti and Adekunle Ajansin University, Akumba Akoko. Five hundred students (500) and two hundred (200) members of staff were selected through stratified and simple random techniques.

Data were collected with an instrument titled "Questionnaire on students' participation in university governance and organisation effectiveness. The findings for the study reveal a moderate level of organisation effectiveness. A significant relationship between students' participation in university governance and organizational effectiveness in the university system was established. Akomolafe and Ibijola (2011) concluded that students' participation in university governance is an important factor in organizational effectiveness in the university system. Akomolafe and Ibijola (2011) recommended that students should be well represented on all university statutory committees including senate and council committees to enhance level of organisational effectiveness in the system. They also recommended that the number of students' representatives on all statutory committees be increased.

Duma (2011) explored views held by educators on the role of student leadership in the governance of rural secondary schools in South Africa. Duma (2011) presented the argument that although student leadership in schools is taken as a *fait accompli*, the reality is that in rural schools, this still remains a wishful thinking. The study by Duma (2011) found that there are different educator perceptions of the role that students should play in school leadership. Some educators in the study regarded student participation in school governance as critical for the democratization of the education system, while others agreed that students do have a role to play in school governance. However, the educators maintained that students' level of involvement should be limited and prescribed.

Duma (2011) reported that the main premise of the educators was that there are certain aspects of school governance where the involvement of students would be undesirable, for example in finances and curriculum. Duma however noted that educators should not underestimate the contributions of students in school governance matters, especially when they are given opportunities to develop their skills and level of maturity. This is also in line with Mabena (2002) who suggested that where students fail to make meaningful contributions, the reason may be found in the educators' attitude displayed towards them. Duma (2011) concluded by the submission that it is essential for schools to establish student leadership structures and give these structures necessary training so that they can have a working knowledge of school governance.

Lizzio and Wilson (2009) conducted a study in Canada to investigate the factors which student representatives perceived to help or hinder their effectiveness as student members of departmental committees. Twenty students from a range of disciplines were interviewed about their experiences in the student representative role. Students reported complex motivations and conceptions of the representative role and were particularly sensitive to the perceptions and expectations of academic staff. Role ambiguity was the greatest challenge reported by student representatives, and the overall effectiveness of the role was perceived to be reliant on the willingness and ability of academic managers and staff to engage in constructive dialogue with students. Lizzio and Wilson (2009) argued that universities need to adopt a more proactive approach to the development and support of student leaders and representatives.

Jeruto and Kiprop (2011) investigated the extent of student participation in secondary schools in Kenya. The study was prompted by the recurrent student unrest in Kenya; often blamed in media and research to unequal decision making opportunities in schools. Data was collected by means of a survey questionnaire distributed among 300 secondary school learners and thirty teachers. The findings revealed that though there were attempts to include views of students in school policy, such attempts were mainly tokenistic and did not extend to core management issues. Students were only allowed to participate in student welfare issues but were deemed to be immature and therefore unable to participate neither in administrative issues such as managing funds and budget nor in curriculum

issues such as teaching methods or number of exams. Thus, Jeruto and Kiprop (2011) concluded that student participation in secondary schools was still wanting and needed to be expanded to include issues beyond student welfare issues.

2.3 Modes of students' participation in school governance

The various ways through which students are involved in school governance are debatable with often conflicting viewpoints propagated by differing stakeholders depending on their background and world view (Jeruto & Kiprop, 2011). Basically there are three view points that guide the extent of student involvement in governance. The first is that students must remain passive and receive instructions from parents and teachers (Sithole, 1998). This view will mean that policies must be designed by adults and students are to follow them to the letter. The second viewpoint suggests that students can participate but only to a certain degree (Magadla, 2007). In support of this view, Huddleston (2007) suggests that there is a tendency among some teachers and school leaders to define the issues which affect students quite narrowly. Student consultation and decision-making is often limited to aspects of school life that affect students only and which have no immediate relevance to other stakeholders, such as playgrounds, toilets and lockers.

Aggrawal (2004) points out that while student representatives may not participate in matters relating to the conduct of examinations, evaluation of student performance, appointment of teachers and other secret matters, their participation

should be ensured in all other academic and administrative decisions taken by these bodies. Though this view appears to support student participation in governance, it however confines student involvement in decision making to specific areas of school life (Jeruto and Kiprop, 2011).

Researchers such as Fielding and Rudduck (2002) have suggested that opportunities for students' participation should go beyond student-related issues and extend to wider aspects of school life, as well as to the society beyond the school. Effective involvement would go beyond students comment on aspects of their lives which are seen as safe or without significant impact on the work of adults in the school, embedded at classroom level, at institutional level and at the interface between local, national and international communities (Fielding and Rudduck, 2002)). There are few aspects of school life and decision making in which school student cannot be meaningfully involved depending on their age and experience (Jeruto and Kiprop.2011)

A third viewpoint on student involvement suggests that students should fully participate in school governance and decision-making (Magadla, 2007). This view is supported by Njozela (1998) who points out that principals and other stakeholders should not underestimate the contributions of students especially if they are given the opportunity to develop their skills and their level of maturity. In concordance, Huddleston (2007) argues that students should be involved in all areas of school life. He adds that the range of activities that make up the work of a

school can be categorized in a number of different ways, but, however it is categorized, one should expect students to have opportunities for involvement in each major area (in particular in a school's ethos and climate) including rules, rewards and sanctions, curriculum, teaching and learning, management and development planning.

Involvement in curriculum and teaching and learning methods is frequently recognized as being one of the least explored areas of student participation. Hannan (2003) points out that for one thing, school curricula and evaluation criteria are often prescribed in detail by state or regional authorities, apparently leaving little room for involvement by teachers or students. However, in reality, the curriculum as experienced in the classroom and the learning methods employed present a range of different opportunities for student involvement – from decisions about the nature of assignments and projects, for instance, to assessment strategies and marking (Jeruto & Kiprop, 2011). This applies equally to the topics chosen by students for discussion in class and or school councils. The most effective school councils do not exclude anything from being discussed, apart from matters of personal confidentiality. Hord *et al* (1999) further adds that student consultation relating to curriculum and examination reform is mandatory.

In the US, high school reform efforts strongly recommend that schools model democratic principles and give students, teachers, parents, and community members a significant role in school governance and the decision-making process.

This gives students a voice in determining the quality of their education is central to school reform. Specific recommendations include the creation of site-based decision-making councils, student leadership forums, and student-initiated seminars on substantive issues that are directly related to school improvement (Neigel, 2006).

Student leaders, such as members of student government and class officers, have been relegated to planning dances and pep rallies, discussing the quality of cafeteria offerings, and organizing fundraising events (Neigel, 2006). Although these activities have some intrinsic value, students need to be more fully involved in authentic aspects of school governance. Neigel (2006) recommends that educators must begin to invest in their students and empower them to be participants in a shared, collective endeavor: their education. Only then will educators be truly able to model participatory democracy in their schools and help prepare students for life as informed, engaged citizens.

Most secondary schools in America offer students the opportunity to participate in some sort of student government (Miller, 2004). Participation in student government is sometimes done through a student government course, in which students learn leadership and decision-making skills. Some principals and superintendents have created student advisory groups with which they meet regularly. These groups offer the administrator an opportunity to explain policies

and decisions to students, to hear directly from student about their concerns and to seek their insights (Miller, 2004).

2.4 School size and student's participation in school governance

There is remarkable consistency among the research studies that have been reported on school size; *smaller is better* (Ehrich, 2013). To understand these findings one must appreciate the pressing need of children, especially the younger ones, for structure, social stability, and community support. It appears that smaller schools strengthen interpersonal relationships and sense of community. Smaller schools are also associated with stronger parental commitment and have higher rates of parental involvement. Here again, it is consistently reported that this improves educational efficacy, no matter what its form (Henderson, 1987).

Students in small schools are involved in a greater variety of activities, including leadership, governance, sports and drama, than those in larger schools. Hamilton (1983) observed that students in the large schools were more polarized, with a group of active participants at one end of the continuum and a large group of students who did not participate in extracurricular activities at the other. In the small schools there were few students who did not participate in anything. Researchers also report that interpersonal relations among students and teachers at smaller schools are more positive at smaller schools (Ehrich, 2013). It would therefore emerge that smaller schools would have higher rates of student participation in governance than larger schools.

Rayfield, Compton, Doerfert, Frazee and Akers (2008), in a study conducted in Arizona, Florida and Texas, established that student demographics, school size, and participation in multiple activities may explain how and why students participate in leadership development activities. These researchers noted that students in small schools tend to feel more of an attraction or pressure to participate in leadership activities. These findings are supported by previous research. For instance, Sergiovanni (1995) and Holland and Andre (1994) found greater participation in small schools than in large schools. They argued that large schools were overmanned in that there are far too many students for the limited number of positions available. Thus, many students in large schools are reduced to spectator roles at best. Small schools, on the other hand, are undermanned. That is, there are more positions than there are students to fill them so there is at least one place for every student who wants one. As a result, students in small schools are more likely to be involved in student activities, have a greater sense of belonging, and are less likely to drop out than are students in large schools.

2.5 Impact of students' participation in Governance

Student leadership involvement has been shown by many studies to have positive effects on personal development, educational attainment, and the development of managerial skills. Personal development is enhanced through involvement in leadership roles because leadership practices reach into a student's self-awareness, self-concept, and self-esteem (Arminio, Carter, Jones, Kruger, Lucas, Washington, Young, Scott, 2000; Logue, Hutchens, & Hector, 2005; Cress, Astin,

Zimmerman-Oster, & Burkhardt, 2001; Pascarella & Terenzini, 2005). In addition, involvement in leadership roles has been shown to positively influence cognitive development and mastery of multiple subjects (Arminio et al., 2000; Logue et al., 2005; Cress et al., 2001; Pascarella & Terenzini, 2005). Moreover, such involvement has been shown by a number of studies to positively affect the development of a student's morals, ethics, and values (Arminio et al., 2000; Logue et al., 2005; Cress et al., 2001; Pascarella & Terenzini, 2005). Due to their involvement in leadership roles, students learn how to handle conflict and responsibilities and become acutely aware of how their choices influence others. Student-leadership involvement has also been shown to increase the development of multicultural and diversity awareness (Arminio et al., 2000; Logue et al., 2005; Cress et al., 2001; Pascarella & Terenzini, 2005). Students learn through their involvement how to work and cooperate with others. They also learn to listen to other opinions and ideas, and they find out that not everyone shares their life experiences or outlooks. Students learn how to work with a wide range of different people. Cooper et al. (1994) and Kuh (1995) contended that through student-leadership involvement, students learn the value of being engaged citizens in their community. Students typically learn to value themselves and others around them.

Cress, Astin, Zimmerman-Oster, and Burkhardt (2001) instituted a study to determine the developmental outcomes of college students who participated in

leadership activities as they related specifically to educational and personal development. Using longitudinal data from 875 students at 10 institutions, the researchers employed descriptive and multivariate analyses to assess whether student participation in leadership education and training programs has an impact on educational and personal development. Their research indicated that students who participated in leadership-development programs showed significantly greater levels of change in the areas of “social and personal values, leadership ability and skills, civic responsibility, multicultural awareness and community orientation, and leadership understanding and commitment” (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001).

Another category where student leadership involvement has shown a positive impact is in the development of managerial skills (Kuh, 1995; Pascarella & Terenzini, 2005; Romano, 1994, 1996). Studies have shown that through their involvement in leadership roles on college and university campuses, students develop and enhance their time-management, task-management, and planning skills. Studies also show that students enhance their communication, networking, conflict- management, and interpersonal skills. Generally, students who are involved in leadership roles on college campuses learn to develop or build-up their abilities to manage themselves and their projects. They learn to meet multiple deadlines and fulfill numerous responsibilities and obligations. They also learn how to deal with and work with multiple people and tasks at the same time. Kuh (1995) examined the out-of-class experiences of college students through

semi-structured interviews to determine which activities influenced students' learning and personal development. The study used seniors who were enrolled at 12 different higher education institutions. Kuh reported, "One hundred and forty-nine students participated: 69 men, 80 women; 101 whites, 30 African Americans, 6 Hispanics, 6 Asian Americans, and 6 international students; 129 students of traditional age (18–23) and 20 students who were older than 23 years of age" (Kuh, 1995). This study found that students generally credit leadership responsibility with increases in learning and personal development during their time in college.

The positive impact on educational success, educational persistence, and attainment, as well as overall student satisfaction, from participation in leadership on college campuses has been widely demonstrated (Kuh, 1995; Pascarella & Terenzini, 2005; Tinto, 1993). Students who are engaged in campus leadership roles are more likely to persist and have a more satisfying collegiate experience than those who are not involved (Pascarella & Terenzini, 2005).

Student leader created a high level of stress for the student (Schwartz, 1991; Logue et al., 2005). Students involved in leadership roles are held accountable to a higher standard of behavior, causing an increase in stress (Schwartz, 1991). Second, participants indicated their workload and responsibilities, once in a leadership role, increased. Students juggled multiple roles and responsibilities as a result of these positions. Participants in the study conducted by Logue et al.

referred to a very busy lifestyle and high workloads. Participants described their lives as being “exceedingly busy with meetings, activities, events, and other responsibilities of school, work, and family” (Logue et al, 2005).

Another negative effect related to student-leadership involvement is a perceived higher level of personal costs (Arminio, et al, 2000; Logue et al. 2005). Students who are involved in leadership roles often lament that their involvement limits recreational and social time. Last, studies such as the ones conducted by Spratt and Turrentine (2001) and Logue et al. (2005) have shown an increased rate of alcohol use among those who are involved leadership roles on college campuses.

Studies have also shown that experience in leadership roles among ethnic and racial groups varies on college campuses (Miller & Kraus, 2004). Minorities have distinctly different student leadership experiences than their other counterparts. A study conducted by Arminio et al (2000) indicated that the African Americans and whites have distinct experiences, both positive and negative, while they are involved in leadership roles on college campuses. Arminio et al. argue that due to differences in personal and social values and different life experiences, as well as different struggles with racial identity, African Americans and whites in leadership roles have dissimilar experiences. Arminio et al. (2000) maintain that it is these distinct life and cultural experiences that affect an African American student-leadership experience. Arminio et al. (2000) found that African Americans have a disdain for the term or title “leader”; they would rather be seen

working within a group rather than leading it. Moreover, Arminio et al. (2000) found that African American students who are involved in leadership roles focus more on group and community needs rather than personal needs, while their white counterparts seek the fulfillment of personal needs. Also, minorities found their involvement in leadership roles less positive due to the lack of similar role models within the college or university administration. In the end, though, Arminio et al. contended that African Americans find their involvement in leadership roles has a positive influence on their personal development, including their self-awareness, self-concept, and self-esteem.

In studies conducted by Kezar and Moriarty (2000) and Romano (1994, 1996) it was found that men and women have distinct experiences while involved in leadership roles. The study conducted by Kezar and Moriarty (2000) relates to the current study because it examined factors such as race and gender and how they influence leadership development of college students. These same factors have an influence on those that seek and attain the student government presidency and as such will have an impact of the results of this study.

The case for formal student involvement in university decision-making as a means to inculcate democratic norms and values in students as citizens carries strong consequentialist connotations. Active citizenship is purportedly one among a number of potentially positive consequences of student inclusion noted thus far. Furthermore, Thompson (1972) points out that widening the circle of participants

in university decision-making to include students may have positive educational effects in different respects. Student involvement is not only for the benefit of students themselves, but it is also likely to improve the quality of decisions and their willing and informed acceptance by students. In these regards, the inclusion of students in university decision-making contributes to the pursuit of the university's purposes (Thompson 1972:160-162, see also Epstein 1974: 194, de Boer and Stensaker 2007: 101). Benefits of student involvement in university decision-making may therefore accrue not only to the participating students themselves, but also to a democratic society as citizenship education, and to the university community as a whole in the form of a better quality of decisions and a more peaceful campus environment.

2.6 Summary of literature review

From the literature review it is evident that students' involvement in governance is important in the whole school. In particular it helps to improve relationships between school administrators and students as well as parents. This relationship helps to create an amicable environment in the school with reduced administrative problems and consequently this helps to improve overall learning environment as well as welfare of students while in school.

According to Duma (2011) whereas there are certain aspects of school governance where the involvement of students will be desirable, the educators should not underestimate the contributions of students especially when given

opportunities to develop their skills and level of maturity .Mabena (2001)suggested that students failure to make meaningful contributions may be found in educators attitude displayed towards them. There are those who believe that students should participate to some extent on matters that affect them. Others believe that students should remain passive and receive instruction from parents and teachers (Sithole 1998)

2.7 Theoretical framework

The study was based on the Normative Model of Group Decision-Making developed by Vroom and Yetton (in Caldwell, 2002). The model states that it is imperative that leaders develop a series of responses which range from autocratic to consultative styles and thus apply the leadership style which is most favorable to the decision situation. The model shows how leaders should approach group related decisions. According to the model, there is no leadership style which is appropriate for all situations.

The normative model uses decision effectiveness to evaluate the effectiveness of an administrator. This is done on the basis of three factors namely, decision quality, decision acceptance, and timeliness. The model suggests that administrators should have the skills to apply five decision-making styles in a continuum from highly autocratic to highly participative. In the first decision style, called the highly autocratic, the administrator can make the decision alone. In the second, which is less autocratic, the administrator asks for information from his or her subordinates but he or she makes the decision alone. The third is the consultative style where the

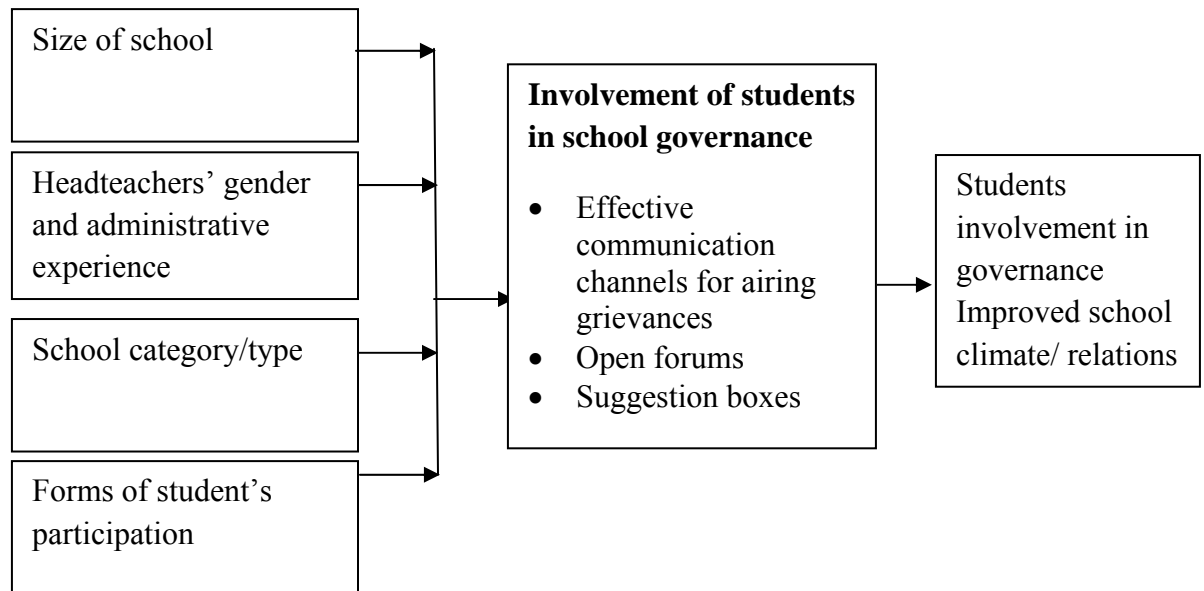
administrator shares the problem with the subordinates and asks for their information and evaluation. However, he or she makes the decision alone. This is important for the study as the researcher sought to find out the extent to which students, as key stakeholders in schools, participate in decision making.

In the fourth decision-making style, called the more consultative style, the administrator and the subordinates meet as a group to discuss the problem but he or she makes the decision. The fifth decision style, called the highly consultative style, involves the administrator and subordinates meeting as a group to discuss the problem and the group makes the decision. The researcher will find out whether headteachers consult students when making decisions that touch on students by involving them in school governance.

2.8 Conceptual framework

The conceptual framework examines the dependent variables which are the influence of students' involvement in school governance measured in a scale of the activities which are evidence of their involvement in governance in administrative welfare activities, extra-curriculum activities and school management.

Figure: 2.1: Conceptual framework on factors influencing student's involvement in governance.



The independent variables of the study were size of school, mode of governance, school category/type and headteachers' gender and administrative experience towards governance. These variables have an influence on the dependent variable of the study which is students' involvement in governance. It is expected that in schools where students are involved in school governance, less administrative problems are experienced, there is improved school learning climate and good relationship amongst all stakeholders; and vice-versa for those schools which do not involve their students in governance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, details on how the research was conducted are presented. The chapter is divided into the following sections: the research design, target population, sample and sampling technique, research instruments, reliability and validity of instruments, data collection procedures and methods of data analysis.

3.2 Research design

The study employed a descriptive survey design. The design is considered appropriate for the study because according to Kothari (1985) survey is concerned with describing, recording, analyzing and reporting conditions that exist or have existed. According to Kerlinger (1973) survey method is widely used to obtain data useful in evaluating present practices and in providing basis for decisions. Descriptive survey design is therefore relevant to this study as the researcher only reported the conditions that exist in schools without manipulating the variables.

3.3 Target population

The target population for this study comprised of all the 10, 091 students and 34 headteachers from all the 34 secondary schools in Kigumo District (District Education Office, Kigumo). The study targeted schools according to school category that is county and district schools. The schools were further stratified according to type – boys' only, girls' only, mixed day and boarding and mixed

day schools. The respondents were 28 head teachers and 371 students.

Table 3.1 Schools' sampling frame

School type	Population	Sample
Boys' boarding	2	2
Girls' boarding	2	2
Mixed day	26	21
Mixed day/boarding	4	3
Total	34	28

3.4 Sample size and sampling techniques

From the targeted study population, a representative sample was determined using the guidelines by Kathuri and Pals (1993) which is used to calculate a sample size from a given finite population such that the sample will be within plus or minus 0.05 of the population proportion with a 95 percent level of confidence. According to the guidelines by Kathuri and Pals (1993) from a target population of 10,091 students, a minimum sample of 371 was adequate; and from a population of 34 headteachers, a minimum sample of 28 was adequate. These samples were drawn from 28 public secondary schools in Kigumo District. Stratified sampling was used to select participating schools according to type – boys' only, girls' only, mixed day and boarding and mixed day schools. Simple random sampling was used to get students who were involved while purposive sampling was used for the head teachers.

3.5 Research instruments

The study employed two questionnaires for data collection. The questionnaires were used to collect data from students and headteachers. The questionnaire for headteachers was used to collect data on institutional factors influencing students' participation in governance in public secondary schools in Kigumo District. The questionnaire had a section each to collect data on forms of students' participation in governance, influence of size of the school; headteachers' gender and administrative experience; school category; and school type on students' participation in governance. The questionnaire had both open-ended and closed-ended questions.

This questionnaire was used to collect data from students on the institutional factors influencing students' participation in governance in public secondary schools in Kigumo District. The first part of the questionnaire gathered background data of the students such as age, gender and class. The questionnaire also had sections collect data on forms of students' participation in governance, influence of size of the school; headteachers' gender and administrative experience; school category; and school type on students' participation in governance. The questionnaire had both open-ended and closed-ended questions.

3.6 Instrument validity

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 1999). According to Borg and Gall (1989), content validity of an instrument is improved through expert judgment. Content validity refers to whether an instrument provides adequate coverage of a topic. Expert opinions help to establish content validity (Wilkinson, 1991). As such, assistance was sought from the supervisors and other experts from the University, in order to help improve content validity of the instruments.

3.7 Instrument reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. In order to improve the reliability of the instrument, an assessment of the consistency of the responses on the pilot questionnaires were made to make a judgement on their reliability. Test-retest technique of reliability testing was employed whereby the pilot questionnaires were administered twice to the respondents, with a one week interval, to allow for reliability testing. Then the scores were correlated using Pearson Product-Moment Correlation formula to determine the reliability coefficient. A correlation coefficient of 0.6957 was obtained. A correlation coefficient 0.7 or higher is accepted as recommended by Mugenda and Mugenda (1999).

3.8 Data collection procedures

A research permit was obtained from the National Council for Science and Technology. Thereafter the offices of the District Education Officer (DEO) for Kigumo District were notified before the start of the study. The selected schools were visited and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the responses. The filled-in questionnaires were collected after one week. The researcher personally administered the questionnaire to the teachers and students.

3.9 Data analysis techniques

This study generated both qualitative and quantitative data; hence both qualitative and quantitative techniques were used to analyze the data obtained. Quantitative data was analyzed using descriptive and inferential statistics. Descriptive statistics involved the use of frequencies and percentages. The process of data analysis required the use of a computer spreadsheet, and for this reason the Statistical Package for Social Sciences (SPSS) was used. In order to determine the relationship between independent and dependent variables of the study, t-test and analysis of variance (ANOVA) tests were used at the 0.05 level of significance. Frequencies and percentages were used on the first research question. The second, third, fourth and last research question employed ANOVA to determine the influences of student involvement in governance.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATIONS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the study based on analysis of data collected from the field. The goal of the study was to investigate the institutional factors influencing students' participation in governance in public secondary schools in Kigumo District. The findings of the study are presented based on the four research objectives restated below:-

- i. To identify the different ways in which students participate in governance in public secondary schools in Kigumo District.
- ii. To establish the influence of size of the school on students' participation in governance in public secondary schools in Kigumo District.
- iii. To examine the influence of headteachers' gender and administrative experience on students' participation in governance in public secondary schools in Kigumo District.
- iv. To determine the influence of school category on students' participation in governance in public secondary schools in Kigumo District.
- v. To establish the influence of school type on students' participation in governance in public secondary schools in Kigumo District.

4.2 Questionnaire return rate

To obtain data for the study, questionnaires were distributed to 28 headteachers and 371 students sampled from 28 public secondary schools in Kigumo district.

Of the targeted 399 respondents, all the headteachers and 360 students responded, giving a total of 388 respondents which is equivalent to 97.2% questionnaire return rate. This response was high enough to provide credible findings on institutional factors influencing students' involvement in governance in public secondary schools in Kigumo District. The responses to the questions were presented by use of frequency tables and charts which were then discussed on basis of research objectives and literature reviewed.

4.3 Background information of the study respondents

Out of the 28 headteachers, 19 (67.9%) were males and 9 (32.1%) were females. Among the 360 students, 175 (48.6%) were males while 185 (51.4%) were females this could be as a result of government policy and the location of schools.

Figure 4.1 illustrates students' age.

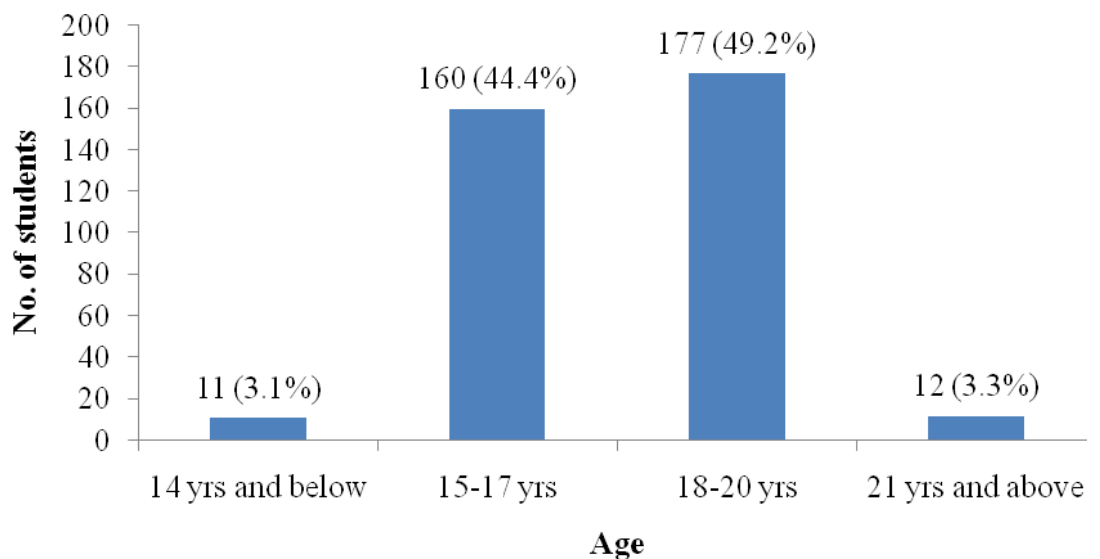


Figure 4.1: Students' age

As shown in Figure 4.1, 160 (44.4%) students were aged between 15 and 17 years, 177 (49.2%) were aged 18-20 years while 12 (3.3%) were 21 years and above. This implies that majority of the students were aged between 15 and 20 years. This is in line with the expected age of the form three and four who are the majority of the respondents. Table 4.1 shows distribution of students by class

Table 4.1: Students' distribution by class

Class	Frequency	Percent
Form 1	19	5.3
Form 2	37	10.3
Form 3	61	16.9
Form 4	243	67.5
Total	360	100.0

Results in Table 4.1 shows that majority (67.5%) of the students were enrolled in form four. The researcher selected majority of the form four students since they have stayed in school for a long time and hence were expected to state clearly how they were involved in school governance. Figure 4.2 illustrates types of the sampled schools.

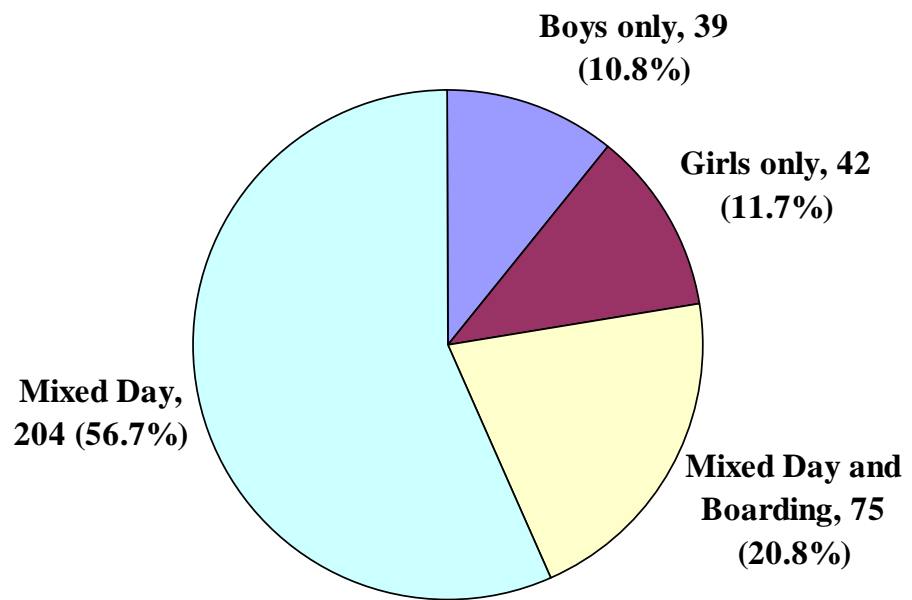


Figure 4.2: School type

Results presented in Figure 4.2 shows that 39 (10.8%) students were in boys’ only schools, 42 (11.7%) were in girls only, 75 (20.8%) were in mixed day and boarding whereas 204 (56.7%) were in mixed day schools. In addition to this, 13 (3.6%) students were in National schools, 40 (11.1%) were in county schools whereas 307 (85.3%) were in district schools. This implies that study respondents were selected from all types of schools to gain a clear picture of students’ involvement in the school governance. This means that there are many day schools in the District than National and county schools due to economic implications Table 4.2 presents headteachers’ responses on duration served as school head.

Table 4.2: Duration served as a school head

Years served as school head	Frequency	Percent
Below 6 years	7	25.0
7-12 years	5	17.9
13-18 years	8	28.6
Above 19 years	8	28.6
Total	28	100.0

As indicated in Table 4.2, 7 (25.0) respondents had served as school heads for a period of less than 6 years, 8 (28.6%) had served for 13-18 years while another 8 (28.6%) had served for over 19 years. This implies that majority of the headteachers had served long enough to be in a position of organizing; managing, controlling and ensuring that the school has a good governing body that involve all school stakeholders (students, teachers, parents) in school development. The school head teachers with the longer experience do not fear to have students evolved in the governance and also are sensitised on how the student's councils operates . Figure 4.3 shows headteachers' professional qualification

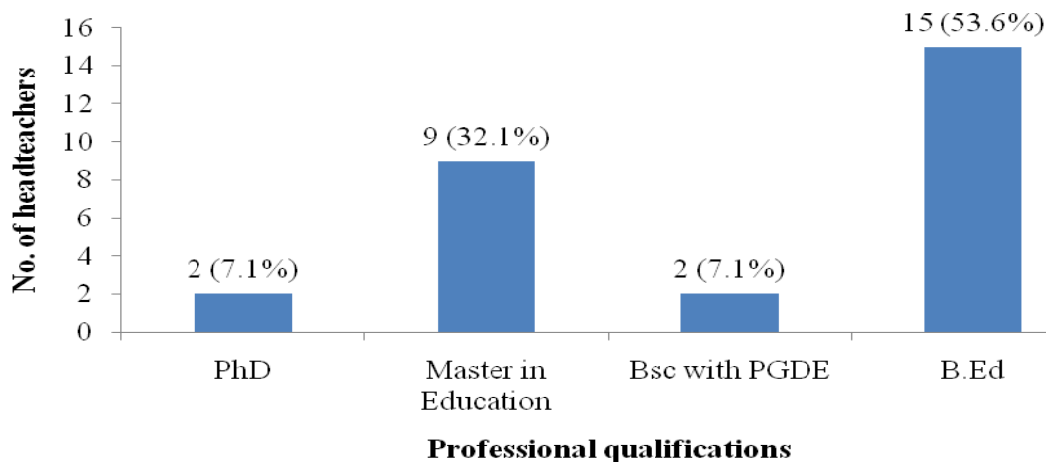


Figure 4.3: Headteachers' professional qualification

Figure 4.3 illustrates that 15 (53.6%) headteachers had attained B.Ed qualifications, 9 (32.1%) were Masters' qualifiers while 2 (7.1%) had attained PhD qualifications. This implies that all the headteachers' had higher academic qualifications. Table 4.3 shows number of students enrolled in the 28 sampled schools.

Table 4.3: Students' enrolment

Enrolment	Frequency	Percent
Below 200	7	25.0
201-300	8	28.6
301-400	6	21.4
401-500	4	14.3
Above 500	3	10.7
Total	28	100.0

Table 4.3 shows that 7 (25.0%) schools had registered students below 200, 6 (21.4%) had enrolled 301 to 400 students while 3 (10.7%) had above 500 students. This implies that most schools in Kigumo district had registered less than 300 students. The reason behind this is that it is easier to have and to organise student councils in this schools with higher enrolments unlike other schools that are enrolled.

4.4 Ways in which students participate in school governance

One objective of the study was to identify different ways in which students participate in governance in public secondary schools in Kigumo District. To

address this objective, study respondents were presented with eight statements measuring students' involvement in school governance. They were required to give their responses using yes and no. Table 4.4 illustrates results obtained from the students.

Table 4.4: Students' involvement in school governance

Students can participate in decision making concerning matters related with.....	Yes		No	
	f	%	f	%
Standards and levels of cleanliness in and within the school	319	88.6	41	11.4
Matters concerning school cleanliness in general	315	87.5	45	12.5
Extra-curriculum activities to be involved	283	78.6	77	21.4
Decision about clubs that school and students can participate in	220	61.1	140	38.9
Decisions concerning school routines and regulations	148	41.1	212	58.9
Decisions concerning the amount of pocket money students should have	131	36.4	229	63.6
Decisions concerning the operation of the school canteen	93	25.8	267	74.2
Natures and types of students' diet to be given to students	77	21.4	283	78.6

As shown in Table 4.4, over 70.0% of the students indicated that school involved them in matters related to; standards and levels of cleanliness in and within the school (88.6%); school cleanliness in general (87.5%) and extra-curriculum activities to be involved (78.6%). However, result of the analysis revealed that majority of the students were not involved in matters concerning; natures and types of diet to be given (78.6%); decisions concerning the operation of the school canteen (74.2%) and amount of pocket money students' should have

(63.6%). Looking at the results, it emerged that although some schools were involving students in school governance, a notable number of the schools were ignoring students' involvement in matters concerning diet, students' pocket money, operation of school canteen and school routines and regulations. This contradicts the findings by Hundleston, (2007) who argues that students should be involved in governance in all areas of school lives. This was a clear indication that students were not fully involved in schools governance. In line with the results Muritu (2012) found out that the level of students' involvement was not sufficient to give students a chance to practice participatory governance. The study therefore, concluded that student participation in secondary schools was still wanting and needed to be expanded to include issues beyond student welfare issues. In addition to this, a study conducted by Menon (2005) found out that students believed that their involvement in the management of their institution was very limited. Consequently, this lead to feelings of frustration and dissatisfaction among students and hence demanded for a higher level of participation in decision making process. Table 4.5 presents headteachers' responses on matters pertaining students' involvement in school governance.

Table 4.5: Headteachers’ responses on students’ involvement in school governance

Students can participate in decision making concerning matters related with.....	Yes		No	
	f	%	f	%
Extra –curriculum activities to be involved	23	82.1	5	17.9
Standards and levels of cleanliness in and within the school	23	82.1	5	17.9
Matters concerning school cleanliness in general	23	82.1	5	17.9
Natures and types of students’ diet to be given to students	22	78.6	6	21.4
Decision about clubs that schools and students can participate in	22	78.6	6	21.4
Decisions concerning school routines and regulations	20	71.4	8	28.6
Decisions concerning the operation of the school canteen	14	50.0	14	50.0
Decisions concerning the amount of students’ pocket money one should have	11	39.3	17	60.7

Results in Table 4.5 shows that majority of the headteachers reported that they involved students in matters concerning; extra -curriculum activities, school cleanliness; students’ diet and decision about clubs that schools and students can participate in. However, 60.7% and 50.0% of the headteachers confirmed that students were not involved in matters concerning students’ pocket money and operation of school canteen respectively. This implies that despite majority of the headteacher viewing the process of involving students in school governance as crucial, a notable number of them felt that students did not have any role to play on issues related to pocket money and school canteen. In relation to these findings, Duma (2011) found out that there are different educator perceptions of

the role that students should play in school leadership. Some educators in the study regarded student participation in school governance as critical for the democratization of the education system, while others agreed that students do have a role to play in school governance. However, the educators maintained that students' level of involvement should be limited and prescribed. Most schools, should have a student council replacing the student's body in Secondary schools. Figure 4.4 illustrates students' level of involvement in prefects' selection.

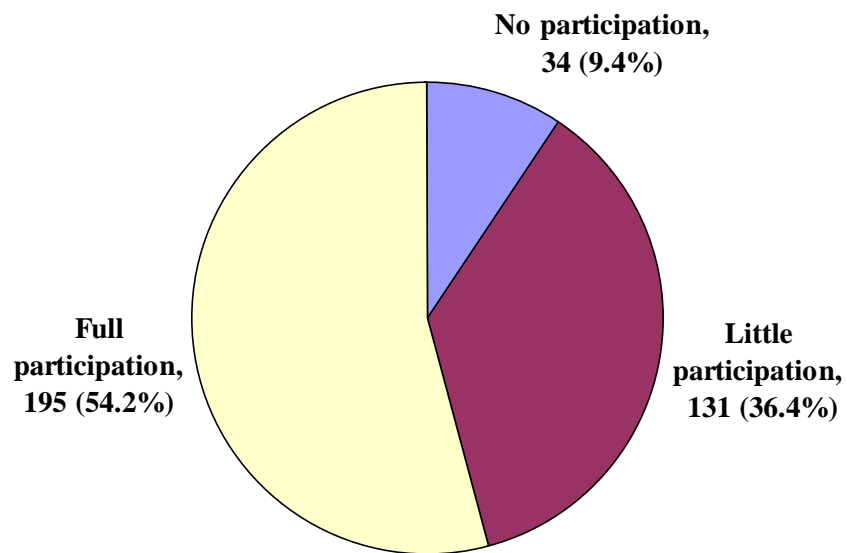


Figure 4.4: Students' involvement in prefect selection

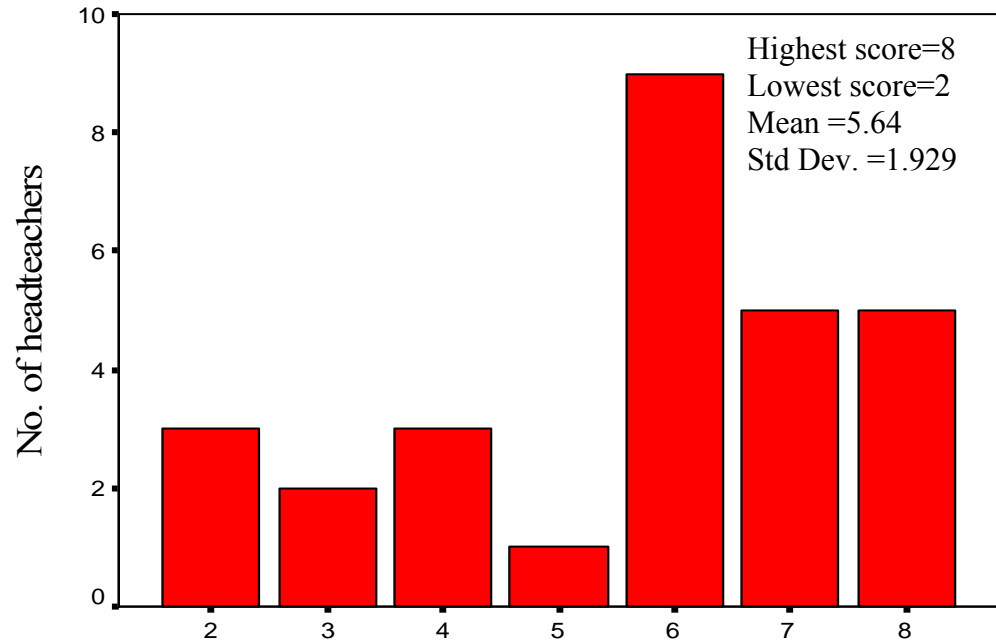
Figure 4.4 shows that 195 (54.2%) students indicated that they were fully involved in prefect selection, 131 (36.4%) felt that they were given little participation while 34 (9.4%) felt that they were not involved at all. In relation to this, previous studies have shown that failure by school administrators to involve students in selection of prefects contributes to strikes and indiscipline in Kenyan

schools (Mwangi, 2006 and Mulwa, 2004). Lack of involvement in students in governance can be attributed to the head teachers attitude towards the students who seem not to be serious, they also lack understanding, they are treated with suspicion and the head teachers have fears in involving them in school governance. It is therefore, evident that incorporation of students in decision making goes a long way in creating a conducive teaching and learning environment hence realizing managerial success.

4.5 Size of the school on students' participation in governance

Based on the responses of the headteachers on students' participation in school governance (Table 4.5), an overall score was computed. This scores was computed for each school head on matters concerning students involvement in decision making in; school extra-curricular activities, cleanliness, diet, school routines and regulations. The scale had eight statements in which the respondents were required to either agree (1) or disagree (0) with. The highest possible score one would get was a score of 8 while the lowest possible score one would get was a score of 0. The midpoint of the scale was a score of 4. Therefore, scores above 4 denoted that headteachers were involving students in decision making while scores below 4 signified that school heads were not involving students in school governance. Figure 4.5 illustrates the overall scores obtained by the headteachers on students' participation in school governance. The study sought to establish whether schools that have high enrolment rate do involve students more in governance compared to those that are under-enrolled.

Figure 4.5: Overall scores on students' involvement in school governance



Scores on students' involvement in school governance

As shown in Figure 4.5, scores obtained by headteachers on a scale measuring students' involvement in school governance ranged from 2 to 8, with a mean of 5.64 and standard deviation of 1.929. Majority of the headteachers obtained scores above 4, meaning most of them reported that they were involving students in decision making process. However, these findings contradict results obtained from the students (Table 4.4) where majority of them felt that they were not involved in school governance. This findings could be influenced by the fact that individual tend to overrate themselves on positive traits. As pointed out by

Sharma (2008), research has shown that individuals tend to over-rate themselves on desirable traits and under-rate themselves on undesirable traits.

To establish the influence of size of the schools on students' participation in governance, the researcher conducted analysis of variance (ANOVA). Results of this analysis are shown in Table 4.6.

Table 4.6: Difference in students' participation in school governance versus size of the school

Students enrolment	N	Mean	Std. Deviation
Below 200	7	4.43	2.370
201-300	8	4.63	1.506
301-400	6	6.50	0.837
401-500	4	7.00	1.000
Above 500	3	7.50	1.000
Total	28	5.64	1.929

As shown in Table 4.6, mean scores obtained by headteachers on students' involvement in school governance differed significantly with the school size. Results of the analysis revealed that 8 headteachers from the schools that had registered 201 to 300 students obtained a mean score of 4.63 on students' participation in school governance, 4 headteachers with 401-500 students obtained a mean score of 7.00 and 3 headteachers with 500 students and above obtained a score of 7.50. This implies school size had a great influence towards students' participation in school governance, meaning the higher the level of

students' enrolment, the higher the level of involvement in school governance. Table 4.7 illustrates ANOVA statistics for differences in students' participation in school governance across students' enrolment

Table 4.7: ANOVA statistics on influence of size of the schools on students' participation in school governance

ANOVA statistics	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	22.768	6	3.795	3.308	.019*
Within Groups	24.089	21	1.147		
Total	46.857	27			

*Significant at $p < 0.05$ level

ANOVA results shows that there was a significant difference in students' participation in school governance in relation to the school size, at $p < 0.05$ level. Results shows that schools with higher enrolment trends highly involved students in decision making process compared with those that had low enrolment trend. These results contradict findings obtained by Sergiovanni (1995) and Holland and Andre (1994) who found out that there is greater participation in small schools than in large schools. They argued that large schools were overmanned in that there are far too many students for the limited number of positions available. Thus, many students in large schools are reduced to spectator roles at best. Small schools, on the other hand, are undermanned. That is, there are more positions than there are students to fill them so there is at least one place for every student who wants one. As a result, students in small schools are more likely to be

involved in student activities, have a greater sense of belonging, and are less likely to drop out than are students in large schools. However as per this study, the findings indicate that in large schools students are involved more in school governance than those with low enrolment rate.

4.6 Influence of headteachers’ gender on students’ participation in school governance

The third objective of the study was to examine the influence of headteachers’ gender and administrative experience on students’ participation in governance in public secondary schools in Kigumo District. To address this objective, the researcher used two tests that is, T-test and one way ANOVA. T-test was conducted to determine whether headteachers gender had any influence on students’ participation in governance whereas one way ANOVA was used to determine whether administrative experience had any influence on students’ involvement in decision making. Table 4.8 shows headteachers’ gender differences on students’ participation in school governance

Table 4.8: Influence of gender on students’ participation in school governance

Gender	N	Mean	Std. Deviation
Male	19	5.79	1.903
Female	9	5.33	2.062
Total	28	5.64	1.929

Table 4.8 shows that the mean score obtained by 19 male headteachers and 9 female headteachers on aspects measuring students' participation in school governance were 5.79 and 5.33 respectively. This implies that there was a very slight difference among male and female headteachers on students' involvement in school governance. To verify these findings, independent samples test was conducted and the results of the analysis presented in Table 4.9.

Table 4.9: T-test statistics on influence of gender on students' participation in school governance

T-test statistics	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	0.577	26	.569	.46	.790
Equal variances not assumed	0.560	14.694	.584	.46	.814
Not significant at $p < 0.05$ level					

As shown in Table 4.9, T-test results revealed that there were no significant gender differences among the headteachers on students' involvement in school governance, at $p < 0.05$. This implies that headteachers' gender did not have any significant influence on students' participation in school governance. Table 4.10 illustrates influence of administrative experience on students' participation in school governance

Table 4.10: Influence of administrative experience on students' participation in school governance

Duration served as a headteacher	N	Mean	Std. Deviation
Below 6 years	7	3.43	1.134
7-12 years	5	6.20	0.447
13-18 years	8	6.38	1.923
Above 19 years	8	6.50	1.690
Total	28	5.64	1.929

Results presented in Table 4.10 shows that mean scores obtained by the headteachers on aspects measuring students involvement in school governance differed with the period of service as the school head. In particular, 7 headteachers who had served for a duration of less than 6 years and below obtained a mean score of 3.43, 8 headteachers with an experience of 13-18 years attained a mean score of 6.38 whereas another 8 headteachers with an experience of over 19 years attained a mean score of 6.50. This was a clear indication that administrative experience had a significant influence on students' participation in school governance. Table 4.11 shows ANOVA statistics on influence of administrative experience on students' participation

Table 4.11: ANOVA statistics on influence of administrative experience on students' participation

ANOVA statistics	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18.623	6	3.104	3.610	.013*
Within Groups	18.056	21	.860		
Total	36.679	27			

*Significant at $p < 0.05$ level

ANOVA results showed that headteachers' administrative experience had a significant influence on students' participation in school governance, at $p < 0.05$ level. As depicted in Table 4.10, results of the analysis revealed that headteachers with higher administrative experience were more likely to involve students' in school governance compared to those with low level of administrative experience. In contrary with the findings, Mule (2011) found out that principal administrative experience did not have any significant influence on students' involvement in school governance.

4.7 Influence of school category on students' participation in school governance

The fourth objective of the study sought to determine the influence of school category on students' participation in governance in public secondary schools in Kigumo District. To answer this research objective, the researcher computed the overall scores obtained by the students' on aspects measuring their involvement in school governance. The scale had eight statements in which the respondents were

required to either agree (1) or disagree (0) with. The highest possible score one would get was a score of 8 while the lowest possible score one would get was a score of 0. The midpoint of the scale was a score of 4. Scores above 4 therefore denoted that students were involved in school governance while scores below 4 signified students' were not involved in school governance. Figure 4.6 illustrates the overall scores obtained by the students' on their participation in school governance.

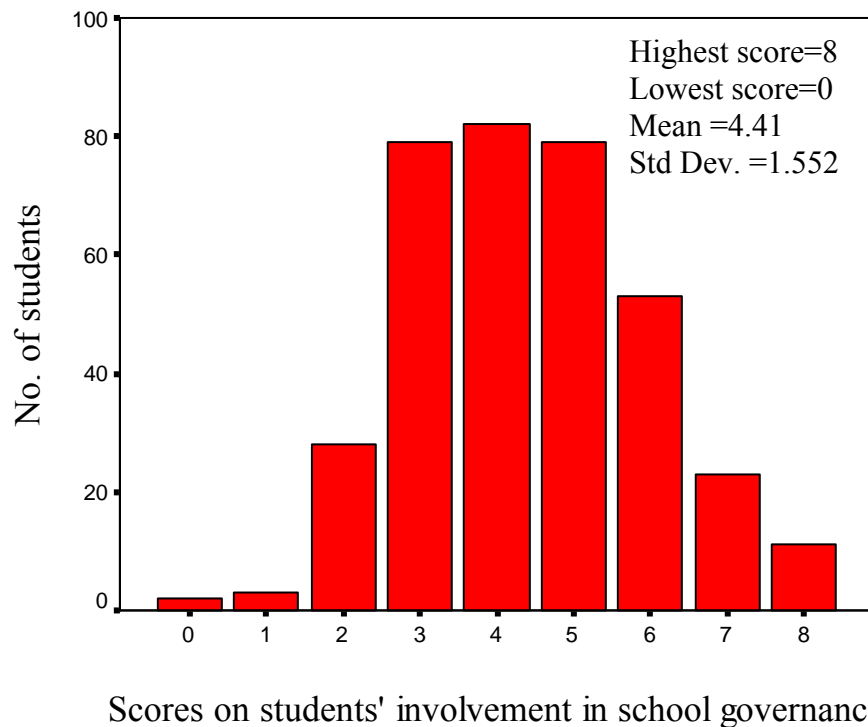


Figure 4.6: Overall scores on students' involvement in school governance

Figure 4.6 shows that scores obtained by students on a scale measuring their involvement in school governance ranged from 0 to 8, with a mean score of 4.41 and standard deviation of 1.552. Majority of the respondents obtained scores

ranging between 3 and 5, meaning students' were not fully involved in school governance. Table 4.12 shows means and standard deviations obtained by students from different categories of school on aspects measuring students' involvement in school governance.

Table 4.12: Differences in means among the students from different categories of school versus involvement in school governance

School category	N	Mean	Std. Deviation
National	13	6.08	1.320
County	40	5.32	1.607
District	307	4.21	1.471
Total	360	4.41	1.552

As shown in Table 4.12, the mean scores obtained by students on aspects measuring their involvement in school governance differed significantly with the school category. Thirteen students from National schools obtained a mean score of 6.08, followed by 40 students from county schools who attained a mean score of 5.32 and then 307 students from district schools who obtained a mean score of 4.21. This implied that students from well performing schools (National schools) were more involved in school governance compared to students from schools with low performance (District schools). Table 4.13 illustrates ANOVA statistics on the influence of school category on students' participation in school governance.

Table 4.13: ANOVA statistics on influence of school category on students' participation in school governance

ANOVA statistics	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.493	8	1.312	6.633	.000*
Within Groups	69.407	351	.198		
Total	79.900	359			

*Significant at $p < 0.05$ level

As shown in Table 4.13, ANOVA test results showed that there was a significant difference in students' participation in school governance from the three categories of schools (national, county and district schools), at $p < 0.05$ level. This means that school category influenced students' participation in school governance. In agreement with the findings, a study conducted by Mule (2011) on factors influencing students' leaders' involvement in governance of public secondary schools in Mwala district established that, school category had a significant influence on student involvement in school governance.

4.8 School type and students' participation in school governance

The fifth objective of the study was to establish the influence of school type on students' participation in governance in public secondary schools in Kigumo District. To respond to this objective, ANOVA test was conducted to determine whether students' participation differed across the school type. Table 4.14 shows means and standard deviations obtained by students from boys only school, girls only, mixed day and boarding and mixed schools.

Table 4.14: Mean differences on participation in school governance among students from different types of schools

Type of school	N	Mean	Std. Deviation
Boys only	39	5.03	2.006
Girls only	42	5.24	0.906
Mixed Day and Boarding	75	4.63	1.634
Mixed Day	204	4.03	1.412
Total	360	4.41	1.552

As shown in Table 4.14, mean scores obtained by students on participation in school governance differed significantly from the four types of schools. Results shows that students from boys' only schools obtained a mean score of 5.03, those from mixed day and boarding obtained a score of 4.63 while those from mixed schools obtained a mean score of 4.03. This implies that students from single sex schools were more involved in school governance compared to those in mixed schools. Table 4.15 illustrates ANOVA statistics on students' participation in school governance from the four types of schools.

Table 4.15: ANOVA statistics on students' participation in school governance from the four types of schools

ANOVA statistics	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	48.219	8	6.027	6.331	.000*
Within Groups	334.181	351	.952		
Total	382.400	359			

*Significant at $p < 0.05$ level

ANOVA tests results showed that there was a significant difference on students' participation in school governance from the four types of schools, at $p < 0.05$ level. Results shows that students' from boys and girls only schools were more involved in school governance compared to those from mixed schools. This means that school type had a significant influence on students' participation in school governance. Contrary to the findings, a study conducted by Mule (2011) on factors influencing students' leaders' involvement in governance of public secondary schools in Mwala district found out that, whether the school was single sex or mixed, the level of students' involvement in governance in school did not vary significantly. This means that school type did not affect student leaders' involvement in school governance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study findings, conclusion and recommendations of the study. It also gives areas for further research.

5.2 Summary of the study

The main goal of the study was to investigate the institutional factors influencing students' participation in governance in public secondary schools in Kigumo District. Data for the study was collected from 28 headteachers and 360 students from public secondary schools in Kigumo district. Given below are the main study findings.

In relation to ways in which students participate in governance, the study established that students were not fully involved in schools governance. The major areas in which students were not involved included; natures and types of diet to be given (78.6%); decisions concerning the operation of the school canteen (74.2%) and amount of pocket money students' should have (63.6%). However, the study found out that students participated in making decisions related to; school cleanliness and extra-curriculum activities. The study therefore, concluded that student participation in schools governance should be improved. The head teachers should create effective channels of communication through which students can channel their grievances.

The study found out that mean scores obtained by headteachers on students' involvement in school governance differed significantly with the school size. Results of the analysis revealed that 8 headteachers from the schools that had registered 201 to 300 students obtained a mean score of 4.63 on students' participation in school governance, 4 headteachers with 401-500 students obtained a mean score of 7.00 and 3 headteachers with 500 students and above obtained a score of 7.50. This implies school size had a great influence towards students' participation in school governance, meaning the higher the level of students' enrolment, the higher the level of involvement in school governance.

ANOVA results showed that headteachers' administrative experience had a significant influence on students' participation in school governance, at $p < 0.05$ level. Results of the analysis revealed that headteachers with higher administrative experience were more likely to involve students' in school governance compared to those with low level of administrative experience. However, in relation to headteachers' gender and students' participation in school governance, T-test statistics revealed that there were no significant gender differences among the headteachers on students' involvement in school governance. This means that headteachers' gender did not have any significant influence on students' participation in school governance.

The study established that students from well performing schools (National schools) were more involved in school governance compared to students from

schools with low performance (District schools). This was depicted by the varying mean scores obtained by students on aspects measuring their involvement in school governance. Thirteen students from National schools obtained a mean score of 6.08, followed by 40 students from county schools who attained a mean score of 5.32 and then 307 students from district schools who obtained a mean score of 4.21.

From the analysis of variance, it emerged that there was a significant difference on students' participation in school governance from the four types of schools, at $p < 0.05$ level. Results of the analysis revealed that students' from boys and girls only schools were more involved in school governance compared to those from mixed schools, meaning school type had a significant influence on students' participation in school governance.

5.3 Conclusion of the study

Based on the findings of the study, it can be concluded that students' were not fully involved in school governance. The study established that students were excluded from key decision making areas of the school. These included; nature and type of the diet; students' pocket money and operation of the school canteen. This could be explained by the fact that the diet and operation of school canteen have an implication on finances. The school therefore, may exclude students on this issue because of unrealistic demands from students which may have cost implication to the schools. However, it emerged that students were involved in making decisions concerning; school cleanliness and extra-curriculum activities.

According to Magadla (2007) cleanliness offer no threat to school administration in terms of ceding power and ground to students. School administration therefore gives students their heads in participation in this area.

From the ANOVA results, it can be concluded that school size, headteachers' administrative experience, school category and school type had a significant influence on students' participation in school governance. The study found out that schools with higher students' enrolment were more likely to involve students in school governance compared to those with low enrolment trend. It also emerged that national schools invited students to participate in school governance in comparison to county and district schools. Another key finding was that higher administrative experience positively influenced headteachers' involvement of students' in decision making process.

This study therefore concludes that students' participation in school governance should be improved. This is because the success of the school depends on how each stakeholder (students, teachers, headteachers and parents) are handled and participated in the school governance process. This means that absence of students in school governance may hamper decisions made by other stakeholders hence making them ineffective.

5.4 Recommendation of the study

Based on the findings of the study, the following recommendations were made:-

- i. School administrators should involve students' in school governance. The study recommends that schools should form students' council in which students views and ideas can be heard and discussed. The council should be known to all students and well informed in terms of school policies and should have a say on important issues (school budget, setting of the school rules and regulations) not just minor issues (cleanliness).
- ii. Ministry of education should organize and offer seminars to ensure that school heads are well sensitized on the importance of involving students in school governance. This should be done more frequently at the district levels since the study established most of school heads at district and mixed schools were not involving students in decision making processes.
- iii. The school board of governors should ensure that school have effective channels of communication. This could be achieved through introduction of suggestion box and also organizing school discussion forums with the school administrators, students and parents.

5.5 Areas for further research

- i. A study should be conducted to find out relationship between students' involvement in school governance and academic achievement in public secondary schools.
- ii. The current study was carried out in public secondary schools; another study should therefore be conducted in private schools to find out whether the same findings would be obtained.

REFERENCES

- Aggarwal, J.C. (2007) *Development and Planning of Modern Education* (8th edition), New Delhi: Vikas Publishing House
- Akomolafe, C.O and Ibijola, E.Y (2011). Students' participation in university governance and organizational effectiveness in Ekiti and Ondo states, Nigeria. *American Journal of Social and Management Sciences*, 2(2): 231-236.
- Anzigare, B. L. (2007). An investigation of the students' participation in decision-making in secondary schools in Kakamega Municipality. Unpublished M.Ed Project, Kenyatta University.
- Arminio, J. L., Carter, S., Jones, S. E., Kruger, K., Lucas, N., Washington, J., Young, N., Scott, A. (2000, spring). Leadership experiences of students of color. *NASPA Journal*, 37, 497-510.
- Bäckman, E. & Trafford, B. (2007). *Democratic governance of schools*. Council of Europe Publishing, Accessed from: <http://tandis.odihr.pl/documents/hre-compendium/en/CD%20SEC%20%20ENV/PARTNERS%20RESOURCES/CoE%20DemocraticGovernanceSchools%20ENG.pdf>
- Borg, R. W. and Gall M. D. (1989). *Educational Research; an Introduction..* Longman Inc, New York.
- Cheng, (2001). Paradigm shifts in quality improvement in education: three waves for the future. A Paper Presented at the International Forum on Quality Education for the Twenty-first Century. China <http://www.ied.edu.hk/cric/>
- Cooper, D. L., Healy, M. A., & Simpson, J. (1994, March). Student development through involvement: Specific changes over time. *Journal of College Student Development*, 35, 98–102.
- Cress, C. M., Astin, H. S., Zimmerman-Oster, K., & Burkhardt, J. C. (2001, January- February). Developmental outcomes of college students' involved in leadership activities. *Journal of College Student Development*, 42, 15–27.
- Ehrich, R. (2013). *The impact of school size*. Accessed on 3/02/2012 from: <http://delta.cs.vt.edu/edu/size.html>
- Fielding, M & Rudduck, J. (2002). The Transformative Potential of Student Voice: Confronting the Power Issues, Paper presented at the Annual Conference of

the British Educational Research Association, University of Exeter, England.

- Halász, G. (2003). Governing schools and education systems in the era of diversity: A paper prepared for the 21st Session of the Standing Conference of European Ministers of Education on Intercultural education. Budapest 2003.
- Hamilton, S. F. (1983). Synthesis of research on the social side of schooling, *Educational Leadership* 40 (5): 65-72.
- Hannam, D. (2003) *A Pilot Study to Evaluate the Impact of the Student Participation Aspects of the Citizenship Order on Standards of Education in Secondary Schools*. London: CSV.
- Heald, J. E & Moore, S. A. (1990). *The teacher and administrative relations in school systems*. New York: The Macmillan Company.
- Henderson, A. T. (1987). *The Evidence Continues to Grow*. Columbia, MD: National Committee for Citizens in Education.
- Holland, A. & Andre, T. (1994). The relationship of self-esteem to selected personal and environmental resources of adolescents. *Adolescence*, 29, 345-360.
- Hord, S.M. and Robertson, H., M. (1999) *Listening to Students*. Journal of Staff Development, 20 (3) 38- 39.
- Huddleston, T. (2007) *From Student Voice to Shared Responsibility: Effective Practice in Democratic School Governance in European Schools*: London. Citizenship Foundation.
- Jeruto, T. B. & Kiprop, C. J. (2011). Extent of student participation in decision making in secondary schools in Kenya. *International Journal of Humanities and Social Science*, 1(21): 92-99.
- Kathuri, N. & Pals, D. (1993), *Introduction to Educational Research*. Njoro: Egerton University.
- Kerlinger, F. N. (1973): *Foundation of Behavioral Research*, (2nd Edition). Holt Rinalt and Winston Inc., New York.
- Kezar, A. & Moriarty, D. (2000, January/February). Expanding our understanding of student leadership development: A study exploring gender and ethnic identity. *Journal of College Student Development*, 41, 55–69.

- Kindiki, J. N. (2009). Effectiveness of boards of governors in curriculum implementation in secondary schools in Kenya. *Educational Research and Review*, 4 (5): 260-266.
- Kothari, C. R. (1985) *Research Methodology: Methods and Techniques*. New Delhi: Willey Eastern Ltd.
- Kuh, G. D. (1995, March/April). The other curriculum: Out-of-class experiences associated with student learning and personal development. *The Journal of Higher Education*, 66, 123–155.
- Logue, C. T., Hutchens, T. A., & Hector, M. A. (2005, July/August). Student leadership: A phenomenological exploration of postsecondary experiences. *Journal of College Student Development*, 46, 393–408.
- Magadla, M. (2007). *The Role of the Learner in the School Governing Body: Perceptions and Experiences of Principals, Educators, Parents and Learners*. Unpublished Med Thesis: University of Kwazulu- Natal.
- Maksimovic, R. (2005). *Students in the centre of learning process: Approach to new policies*. Belgrade, Serbia: University of Belgrade.
- Menon, M. E. (2005). Students' Views Regarding their Participation in University Governance: Implications for Distributed Leadership in Higher Education. *Tertiary Education and Management* Volume 11, Issue 2, [11(2)] pp 167-182
- Miller, C. D. & Kraus, M. (2004, September). Participating but not leading: Women's under-representation in student government leadership positions. *College Student Journal*, 38, 423–428.
- Miller, J. J. (2004). *Involving students in governance: Citizenship education policy brief*. Denver, CO: Education Commission of the States.
- Mugenda O. M. & Mugenda, G. A. (1999). *Research methods-Quantitative and Qualitative Approaches*, Acts Press, Nairobi.
- Mule, M. J. (2011). Factors influencing student leaders' involvement in governance of public secondary schools in Mwala district, Kenya. Unpublished Med Thesis, University of Nairobi.
- Mulwa, D. (2004). Secondary school students' involvement in decision making in Mwala Division of Machakos District. Unpublished MED Thesis, Kenyatta University, Nairobi.

- Mungai, E. W. (2011). Students' involvement in decision making and its influence on discipline in public secondary schools Murang'a South District, Kenya. Unpublished M.Ed Project, University of Nairobi.
- Muritu, M. W. (2012). Institutional and headteachers' factors influencing student involvement in governance of secondary schools in Kikuyu District, Kenya. Unpublished M.Ed Project, University of Nairobi.
- Mwangi, J. M. (2006). An investigation of the effectiveness of prefects in maintaining discipline in public secondary schools in Kalou Division of Nyandarua District. Unpublished M.Ed Project, Kenyatta University.
- Mwiria, K. (1995). Constraints and challenges to effective school management in Eritrea. Unpublished study for UNICEF and MOE, Eritrea.
- Neigel, K. A. (2006). Building leadership capacity in students. *Principal Leadership*, 7(4): 20-24.
- Njozela, D. (1998) *Teachers' Implicit Mental Models of Learners' Cognitive and Moral Development with Reference to the Inclusion of Learners in the Governing Bodies of Schools*. Med Thesis: University of Natal, Pietermaritzburg
- Pascarella, E. T. & Terenzini, P. T. (2005). *How college affects students: Finding and insights from twenty years of research* (2nd ed.). San Francisco: Jossey Bass.
- Rayfield, J., Compton, K., Doerfert, M.D., Frazee, S. & Akers, C. (2008). Factors that influence the decision to participate in youth organizations in rural high schools in Three States. *Journal of Agricultural Education*, 49(4): 83-95.
- Romano, C. R. (1994). *Going against the grain: Women student leaders at coeducational institutions*. Published doctoral dissertation. Iowa State University. Ames, Iowa. (UMI No. 9518437).
- Romano, C. R. (1996). A qualitative study of women student leaders. *Journal of College Student Development*, 37, 676-683.
- Schwartz, H. L. (1991, September). An interview study of former student leaders' perceptions of an ethical conflict involving the college or university president. *Journal of College Student Development*, 32, 447-454.
- Sergiovanni, T. J. (1995, November). Small schools, great expectations, *Educational Leadership*, 53, 48-52.

- Sharma, S. R. (Ed.) (2008). *Encyclopaedia of Modern Educational Research*. New Delhi: Anmol Publications Private Ltd.
- Sithole, S. (1998) *The Participation of Students in Democratic School Governance* in Magadla, M. (2007) *The Role of the Learner in the School Governing Body: Perceptions and Experiences of Principals, Educators, Parents and Learners*. Unpublished Med Thesis: University of Kwazulu- Natal.
- Spratt, J. T. & Turrentine, C. G. (2001, January/February). The leader factor: Student leadership as a risk factor for alcohol abuse. *Journal of College Student Development*, 42, 59–67.
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd Ed.). Chicago: The University of Chicago Press.
- Wilkinson, A. M. (1991). *The Scientist's handbook for writing papers and dissertations*. Englewood Cliffs, NJ: Prentice Hall.
- World Bank (2003). *Lifelong learning in the global knowledge economy; challenges for developing countries*. Halizize Washington DC: World Bank.
- Yuen, T. W., & Leung, Y. W. (2010). Engaging students in school governance: A case study of the challenges and the way forward. *International Studies in Educational Administration*, 38(3): 57-79.

APPENDIX 1: LETTER OF INTRODUCTION

Keziah Mwangi,
P.O Box 171,
KANGARI.

Dear Sir/Madam,

REF : Institutional Factors Influencing Students' Involvement in Governance in Public Secondary Schools in Kigumo District, Kenya

I am a post graduate student pursuing a Masters Degree in Education at University of Nairobi. My area of study is as stated above.

I hereby kindly request you to allow me in your school to enable me enable me obtain important information for the research.

The identity of respondent will be treated with the utmost confidentiality and will not be unduly disclosed. The information will only be used as pertaining to this study and not otherwise.

Your assistance and cooperation will be greatly appreciated.

Yours faithfully

Keziah Mwangi

Signature_____

APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS

Indicate the correct option as honestly as possible by putting a tick (✓) on one of the options where applicable. For the questionnaires that require your own opinion fill in the blanks. You are kindly asked to respond to all items.

Section A: Background Information

1. What is your gender? Male Female
2. Please indicate number of students in your school
3. What is your age?
 20 – 30 31 – 40 41 - 50 50 plus
3. What is your highest academic and professional qualification
 PhD Master in Education B.A with PGDE
 B.Ed Diploma in Education
Any other specify
4. How many years have you served as head teacher?
5. Have you ever attended in-service courses in school governance during your service?
 Yes No
6. If yes, which body organized the course?
 Teachers Service Commission Ministry of Education
 Kenya Institute of Education Kenya Education Management

7. What type is your school?
- Girls only Boys only
- Mixed day Mixed day and boarding
8. What is your school category?
- National County District
9. What is the degree of student involvement in selection of prefect in your school?
- No participation Little participation Full participation
10. Which modes of students' governance are mostly practiced in your school?
- Prefect body School council
- Others specify
11. To what extend are you involved in decisions regarding remedial teaching.
- Partly involved Not involved Fully involved
12. In your opinion, the amount of participation in students' governance in school organization should be
- greatly enhanced In not as much as is desirable
- Is as much as desirable Is somehow more than desirable
13. Are there special day(s) in your school when students and school administration hold meetings on matters affecting school?
- Yes No

14 Given in the table below are students' related welfare issues. Give the appropriate response by ticking [\checkmark] against the relevant column.

		Yes	No
	Students participate in decision making concerning matters related with.....		
i.	Extra –curriculum activities to be involved		
ii.	Natures and types of students' diet to be given to students		
iii.	Standards and levels of cleanliness in and within the school		
iv.	Matters concerning school cleanliness in general		
v.	Decision about clubs and schools that students can participate in		
vi.	Decisions concerning school routines and regulations		
vii.	Decisions concerning the operation of the school canteen		
viii.	Decisions concerning the amount of students' pocket money one should have		

15 Please indicate by use of a tick [] in the relevant column the extent to which each of the following statements applies in your school.

Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly disagree (SD)

Statements	SA	A	U	D	SD
i. Students would benefit from a more democratic form of student organization in which they elect their own leaders					
ii. Students get sufficient opportunity to practice skills of self-governance in their clubs and societies such that there is no need for extra opportunities on a school wide scale					
iii. Dialogue in school between student and the head teacher is of benefit of the overall school climate and so should be encouraged and harnessed					
iv. Whenever a student body exists in school, the students representatives should be handpicked by the head teacher and other teaching staff					
v. A suggestion box is essential component of school administration and should be available					
vi. The best way to punish a student is through counselling before opting for a punishment					
vii. Publication run by students can invite malice and so their content should be edited by headteacher to keep on with school image					
viii. The prefects' body can never be chosen through majority rule since this can undermine values of the school in case a winner may not be suitable by school administration.					
ix. Involvement of teachers in steering students in school governance is essential					
x. Organizing for seminars on students leadership would strengthen governance as much as it would pose a challenge to the administration.					

15 What suggestions would you make for involvement of students in governance?

.....
.....
.....

16. What challenges does your school face in involving students in governance?

.....
.....
.....

16 What challenges does your school face in involving students in decision making?

.....
.....
.....

APPENDIX III: QUESTIONNAIRE FOR STUDENTS

Indicate the correct option as honestly as possible by putting a tick (✓) on one of the options where applicable. For the questionnaires that require your own opinion fill in the blanks .You are kindly asked to respond to all items.

Section A: Background Information

1. Please indicate your gender Male Female
2. What is your age?
3. Which is your class?
4. What is your school Category?
 National County District
5. What is your school type
 Boys' only Girls only
 Mixed day and boarding Mixed day
6. How often do you hold official meetings with the headteacher?
 Weekly Once a fortnight Once a month Termly
7. What is the relationship of the headteacher towards:

	Warm	Fair	Poor
i) Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Prefects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. What is the degree of student involvement in selection of prefect in your school?
 No participation little participation full participation

9. Which modes of students' governance are mostly practiced in your school?

Prefect body School council Students publication

Others specify

10. In your opinion, the amount of participation in students' governance in school organization should be

greatly enhanced In not as much as is desirable

Is as much as desirable Is somehow more than desirable

11. Are there special day(s) in your school when students and school administration hold meetings on matters affecting school?

Yes No

12. Given in the table below are students' related welfare issues. Give the appropriate response by ticking [] against the relevant column.

		Yes	No
	Students participate in decision making concerning matters related with.....		
1	Extra –curriculum activities		
2	Natures and types of students' diet		
3	Standard of cleanliness		
4	Matters concerning school cleanliness		
5	Decision about clubs and schools		
6	Decisions concerning school routines and regulations		
7	Decision concerning school canteen		
8	Decisions concerning students' pocket money		

13 What do you think should be done to improve students' involvement in governance in school?

.....
.....
.....

14. Does the administration respond to the opinions posted in the schools' suggestion box?

.....
.....
.....

APPENDIX IV: LETTER OF RESEARCH AUTHORIZATION

APPENDIX IV: LETTER OF RESEARCH AUTHORIZATION

